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CES MEMBER NEWSLETTER

November 2025

Have a Bachelor's Degree? Take a LEAP into a rewarding career that gives back...

The **Leading Educators through Alternative Pathways (LEAP)** program—run by Cooperative Educational Services (CES)—is New Mexico's statewide, application-based route for earning a Level 1 teaching license while you teach full time. Designed for professionals who hold a bachelor's degree and are ready to step into the classroom, LEAP blends an 11-month sequence of practice-anchored coursework, individualized coaching, and a cohort community with the realities of teaching in New Mexico's diverse schools. Accredited by the New Mexico Public Education Department (NMPED) and the largest of its kind appears among the state's most well-respected alternative preparation options, giving candidates a recognized, employment-driven pathway to teacher licensure.

What sets LEAP apart is its tight coupling of learning and doing. From July of each year through the following June candidates study teaching practices and learn with a larger cohort how to be teachers in today's classrooms. This begins with a structured Pre-Service (a required 3-day regional induction) and then moves through the school year as teachers are the teacher of record, immediately applying strategies they learn and practice to their own classrooms. Rather than treating pedagogy as abstract theory, the program

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is deliberately practitioner-focused: PD asks them to bring real problems of practice, try research-based techniques with their own students and reflect with a career-educator coach as well as peers related to what works and what to better and more inclusively refine. A “learn today, implement tomorrow” design is core to LEAP's mission developing high-quality, culturally responsive educators who make students feel seen, valued, and motivated to learn.

The structure is as supportive as it is rigorous. Candidates are grouped into a statewide cohort and meet regularly for professional learning in 3 regions of the state— PD is delivered primarily in person which includes monthly training at regional hubs (Albuquerque, Artesia, and Las Cruces) and ongoing virtual components (virtual coaching, assignments and reflection) that fit a teacher's busy schedule. Each candidate is paired 1:1 with an experienced instructional coach—career educators who observe practice, offer targeted feedback, and help pace growth across the year in a yearlong coaching cycle. Weekly support

is a hallmark of the model; it sustains momentum through the challenges every first-year teacher faces, from classroom culture and engagement to content planning and assessment.

LEAP does not detour around high standards; it is a direct path through them with coaching, guidance and expertise as allies for each of our LEAPsters. LEAP expects candidates to meet NMPED requirements for Level 1 licensure, including passing the required teacher tests and demonstrating competency through program benchmarks, including a LEAP Portfolio. Because LEAP is employment-based, candidates earn a first-year teacher salary and benefits while they complete the program, and their year counts toward ERB retirement – unlike residencies –concrete advantages for career changers who cannot step away from the workforce and who need salaried benefits. Candidates complete the year with a culminating “LEAP Into Action” conference each June, celebrating growth and consolidating next-year plans. The program emphasizes results: graduates exit with stronger instructional repertoire, clearer professional identity, and the state credential they came to earn – they are often retained more continuously than other ALP counterparts statewide.

New Mexico’s pay structure reinforces the appeal of this route. The state’s tiered salary system sets defined minimums—\$50,000 for Tier 1, \$60,000 for Tier 2, and \$70,000 for Tier 3—creating upward mobility aligned to demonstrated effectiveness and credentials. Entering via LEAP starts a candidate earning immediately at the Tier 1 level as they build toward the next milestones in their career. For many candidates, that combination—paid experience plus a clear

licensing ladder—makes LEAP the pragmatic, financially responsible choice.

Who thrives in LEAP? The program is calibrated for adults with professional or academic strength who feel called to teach and want meaningful, job-embedded preparation. Many applicants bring industry experience, STEM degrees, bilingual skills, or community leadership that schools urgently need. The selection process includes an application and interview; districts hire candidates as teachers of record, and LEAP provides the pedagogy, coaching, and connections to ensure success. In terms of eligibility paperwork, applicants submit transcripts showing a conferred bachelor’s degree, a district intent-to-hire letter or contract, a résumé, and 2 references; the program also outlines testing expectations and timelines, so candidates understand the pathway from the start.

LEAP also offers breadth in licensure areas. The program prepares educators for K-8 Elementary, 6-12 Secondary, and PreK-12 Special Education, with options for dual licensure for candidates who meet the prerequisites. This flexibility matters in a state where student needs vary across communities and where special education expertise, structured literacy knowledge, and culturally responsive practices are in high demand. LEAP’s curriculum emphasizes foundational teaching, evidence-based reading instruction, and inclusive practices aligned with state priorities, ensuring training maps to what New Mexico classrooms demand daily.

Candidate experience is intentionally human-centered. New teachers often cite the isolation of the first year as polarizing, LEAP’s cohort model builds a peer network that spans districts and regions and connects 200 candidates together

during that year of challenges. The monthly in-person days supply hands-on practice, dialogue and application as well as routines that can be taken straight back to your students, while virtual coaching maintains continuity between sessions. Coaches are not evaluators - they are thought partners who help diagnose learning obstacles, refine lesson design, and rehearse moves for tomorrow's class. Throughout the year, practice evolves through cycles of planning, engagement, reflection, and re-planning—the engine of professional growth that sustains effective teachers.

The practical advantages are equally compelling. Because LEAP is statewide and built around regional hubs, candidates from rural, suburban, and urban communities can participate without relocating and often meet an alumni LEAPster in the process. LEAP is the most affordable and accessible in New Mexico for working adults, and the format minimizes opportunity cost by allowing candidates to earn income while completing licensure. For districts, hosting LEAP candidates helps fill hard-to-staff roles with adults who are committed to the community; for candidates, it's a way to make an immediate impact while building long-term career capital.

LEAP's credibility as a recognized route within the state ecosystem contributes a significant impact to the state's teacher pool annually. That visibility matters to candidates comparing pathways: with LEAP, your effort translates into a credential employers know and trust, supported by a statewide service cooperative that partners daily with districts, charters, and higher-education organizations.

For prospective teachers, the “why LEAP?” question is easy to answer:

Accelerated, accredited, and aligned: An 11-month, state-approved pathway that is explicitly synchronized with the school year and the realities of first-year teaching in NM's context.

Coach in your corner: Consistent 1:1 instructional coaching plus a networked cohort to reduce isolation and accelerate skill development and networking.

Earn while you learn: Be the teacher of record, earn salary and benefits, and accrue retirement credit—without pausing your career.

Statewide access: Regional hubs make participation feasible whether you're in Albuquerque, Artesia, Las Cruces, or beyond.

Clear next steps: A transparent application and interview process and support to complete licensure testing within the program year and two pathways to the MA degree where LEAP counts for ½ of the degree (at WNMU and USW)!

If you're ready to move from interest to impact, the next step is straightforward: explore the detailed program page and application for the upcoming cohort. You'll find admissions criteria, timelines, and information sessions that help you gauge fit and plan your transition into the classroom. Most importantly, you'll see how LEAP treats you not as a placeholder, but honors candidates as developing professionals—those whose lived experience, content knowledge, and commitment to New Mexico's students can and will change trajectories.

Bottom line: LEAP is built for action. In exchange for a year of focused effort, you gain a credential, a community, and a sharpened practice that puts students first. If you've wondered whether there's a way to become a teacher without stepping out of your life for two more years of school, CES's LEAP pathway is likely the most direct, supported, and mission-driven route you'll find in New Mexico.

Meet the team: LEAP Director Alexis Esslinger has been a classroom teacher, administrator and higher ed director with 20+ years of experience in systems in NM, CO, DC and China...Rene Rohrer is a behaviorist with a career of experience leading in Special Education at the school,

district and state level and Tim Flores is a NM-born leader and advocate having taught and coached for 40+ years...LEAP is built of expertise...educator practitioners giving back to develop a new cadre of teachers statewide who prioritize transformational strategies and learning in their own development to become stronger educators and leaders themselves. In addition to this leadership team there are 8 other coaches who serve LEAP in New Mexico.

For more information:

www.cesleap.org

alexis@ces.org

CALENDAR OF EVENTS

11/1 All Saints' Day
 11/2 All Souls' Day
 11/2 Daylight Saving Time ends
 11/3-7 NM Infrastructure Finance Conference
 11/4 Election Day
 11/5 TAP: Early Childhood Behavior Strategies
 11/5-7 NM Law Enforcement Conference
 11/6 TAP: Supporting Students Mental Health Part 1 Identifying Needs and Positive Strategies
 11/10 Marine Corps Birthday
 11/11 Veterans Day
 11/12 TAP: Inclusion: Part 2 Co - Teaching in the Inclusive Setting
 11/13 TAP: Challenging Behaviors Toolkit
 11/18 TAP: From IEP Goals to Instruction: Utilizing Evidence Based Practices and Effective Classroom Systems to Meaningfully Implement and Teach IEP Goals

11/19 TAP: Hands-On Math Why Manipulatives Matter!
 11/20 TAP: Merging Understanding by Universal Design for Learning Within Diverse Classrooms
 11/27 Thanksgiving Day - CES CLOSED
 11/28 Presidents' Day Observed - CES CLOSED

November						
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PURCHASING NEWS

1) Name Changes/Change of Ownership:

Sivic Solutions is now Solix Inc.

2) Current & Upcoming Solicitations:

RFP #	RFP Description	Release	Due	Award
2026-01 (2023-03 exp 12/12/25)	JOC - Fencing & Landscaping	7/14/25	8/22/25	10/31/25
2026-02 (2023-04 exp 12/12/25)	JOC - (MEP) Mech./Elec./Plumbing	7/14/25	8/22/25	10/31/25
2026-03 (2023-05 exp 12/12/25)	JOC GC - General Construction	7/14/25	8/22/25	10/31/25
2026-04 (2023-06 exp 12/12/25)	JOC - Painting & Stucco	7/14/25	8/22/25	10/31/25
2026-05 (2023-07 exp 12/12/25)	JOC - Roofing	7/14/25	8/22/25	10/31/25
2026-06 (2023-08 exp 12/12/25)	JOC - Paving & Site Work	7/14/25	8/22/25	10/31/25

*Evaluations and award dates are tentative and subject to change.

CONSTRUCTION CORNER

Reminder: Change in Process for Requesting Wage Decisions

Effective **October 1, 2025**, CES Members are now responsible for **requesting and obtaining wage decisions directly from the New Mexico Department of Workforce Solutions (DWS)** for all public works and publicly funded construction projects.

While CES previously assisted Members with this step, **DWS no longer permits CES to request wage decisions on behalf of project owners.** Each Contracting Agency or CES Member must now complete this requirement independently.

In addition to obtaining the applicable wage decision(s), project owners are also responsible for submitting all related documents, including:

- Payment and Performance Bonds
- Notification of Award
- Sub List
- Statement of Intent to Pay Prevailing Wages
- Affidavit of Wages Paid

For guidance or training on the updated process, contact **DWS Public Works** at 505-841-4400 or public.works@dws.nm.gov.

CES remains available to support Members with general compliance questions and documentation reviews.

Compliance Corner

November 2025

By Cindy Soo Hoo, TAP Consultant

Is the Eligible Child the Victim of a Bully? Understand the Ramifications Fully (Part 1 of 2)

Public schools are institutions of learning for students in grades preschool through high school and beyond for students eligible under the Individuals with Disabilities Education Act (IDEA). As such, they are not only expected to educate students in subjects required by their individual state standards but also provide a safe educational environment that is conducive to learning. Such an environment would be one that is void of fear, retaliation and bullying.

Bullying is defined by the United States Department of Education as:

- unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated or has the potential to be repeated over time.

According to the National Center for Education Statistics and the Bureau of Justice Statistics:

- About 19.2% of students aged 12-18 enrolled in grades 6-12 experienced bullying nationwide during the 2021-2022 school year.
 - About 15.4% of students reported being bullied by a student who was more

powerful than them in some way.

- The prevalence of bullying is higher in middle school (26.3%) than in high school (15.7%).
- The prevalence of bullying is higher among female students (21.8%) than among male students (16.7%).
- Students aged 12-18 in grades 6-12 who reported being bullied said they thought those who bullied them:
 - Had the ability to influence what other students think of them (56.3%).
 - Were more popular (52%).
 - Were physically stronger or larger (39.7%).
 - Had more money (35.2%).
- Among students aged 12-18 in grades 6-12 who reported being bullied, roughly two in three reported being bullied on multiple days during the school year:
 - One day (32.5%)
 - Two days (17.6%)
 - Three to ten days (31.5%)
 - More than ten days (18.5%)
- Among students aged 12-18 in grades 6-12 who reported being bullied, the following percentages of them had experienced bullying in these places at school:
 - Classroom (39%)
 - Hallway or stairwell (37.5%)
 - Cafeteria (25.1%)
 - Outside on school grounds (24.4%)
 - Online or by text (21.6%)
 - Bathroom or locker room (11.9%)
 - In a gymnasium or weight room (10.8%)
 - School bus (9.8%)

- Approximately 44.2% of students aged 12-18 in grades 6-12 who were bullied during the school year notified an adult at school about the bullying.

Bullying can occur in many different circumstances and settings. These circumstances could include cyberbullying, physical altercations, verbal threats, destroying someone's reputation, to name a few. Students experience false and degrading online postings, physical and verbal intimidation and social isolation.

Students with disabilities are victims of bullying at a much higher rate. These students experience bullying two to three times more often than students without disabilities. Often, differences in a student's physical, mental or emotional skills serve as the basis for bullying. When bullying occurs, school personnel have an

obligation to not only take steps to ensure the bullying ceases but also determine if the child has been denied a Free Appropriate Public Education (FAPE). There are many factors school personnel should consider when determining if an eligible child has been denied a FAPE as a result of being bullied.

Join me for the next edition when we discuss the ramifications schools may experience and the obligations they have in addressing an eligible student's right to a Free Appropriate Public Education (FAPE) as a result of being a victim of bullying.

The information included herein is not intended to provide legal advice. Should you need legal advice or guidance on any issue involving special education, please contact the appropriate person for your district.



TAP Guidance Article November 2025

**Dear Ms. M,
Why is attending gifted
professional development and
gifted conferences a non-
negotiable for new and seasoned
gifted educators?**

Gifted educators, hello! It's that time of year again—the days are getting shorter, the smell of roasted green chile is in the air, and for many of us, it's a moment to take a deep breath before the holiday rush. For me, it's also my absolute favorite time because it often coincides with the National Association for Gifted Children (NAGC) Annual Convention. As a gifted teacher, coach, and consultant, I often get asked by teachers and administrators: "Why is it

so important for our gifted educators to attend professional development (PD), and specifically, why invest in a trip to NAGC?" My answer is always the same: It's not a perk; it's a professional necessity.

More Than Just a Training: The Power of Gifted-Specific PD

In the world of education, professional development is often seen as a compliance box to tick. But for those of us serving New Mexico's gifted students, PD isn't just about credits—it's about staying current and effective. Our field is constantly evolving, driven by new research in neuroscience, psychology, and pedagogy. General education PD is great, but it rarely dives deep into the specific needs of our learners. Gifted students aren't just "fast learners"; they have unique social, emotional, and academic needs that require specialized strategies.

Local and state-level gifted PD, like the sessions offered by the CES's monthly Technical Assistance Program Gifted PD's and New Mexico Association for the Gifted (NMAG), provides crucial, practical knowledge on topics like identification processes, social emotional learning, best practices, twice-exceptional students, and many more topics! We also get focused strategies for addressing affective needs such as perfectionism, anxiety, underachievement, and intensity—all hallmarks of the gifted profile. These sessions give you immediately applicable strategies that you can use in your classroom the very next week.

Let's be honest: being a gifted teacher and educator can sometimes feel like a solo mission. That's why PD

is so critical for recharge and reaffirmation. It's vital to connect with others who *get it*. State-level gifted PD brings together a community where you can share victories, troubleshoot challenges, and most importantly, feel reaffirmed in the important work you do. This communal feeling is critical for preventing burnout and maintaining the energy needed to advocate for your students.

Why is NAGC the Ultimate Game-Changer?

Now, if local PD is a professional necessity, think of the NAGC convention as the educational equivalent of the World Series. It's where the best minds in the field—researchers, practitioners, and policymakers—come together. Attending this national conference provides a multi-faceted boost to your practice that is hard to replicate.

1. Education: The Leading Edge of Research

NAGC is where you learn about the latest, cutting-edge research before it hits the textbooks. Want to know about the newest assessment tools, the most effective acceleration models, or how artificial intelligence might impact gifted instruction? The sessions at NAGC are presented by the very people conducting the studies. You leave with a knowledge base that puts you at the forefront of the field, enabling you to bring back innovative, research-based practices to your students and district. This is about upping your game to the highest level.

2. Inspiration: Reigniting the Spark

Remember why you got into gifted education? NAGC is a powerful reminder. It's incredibly inspiring to be surrounded by thousands of passionate educators, university professors, and parents who are all dedicated to nurturing potential. It reminds you that you are part of a larger, incredibly dedicated movement. I always find that this atmosphere helps to re-inspire my own work, allowing me to return home with renewed energy, enthusiasm, and creative ideas. That feeling alone is worth the investment!

3. Networking: Finding Your Tribe

The connections you make at NAGC are invaluable. You'll meet teachers from large urban districts, small rural schools, and everything in between. These connections become a nationwide support network—a group you can email months later to ask for advice on a tricky 2e case or for a recommendation on a curriculum unit. You are no longer just a gifted teacher in New Mexico; you become a member of a national community of experts.

4. Attending NAGC is an Act of Advocacy: Teacher as Leader.

Attending the conference sends a clear message to your administration that you are serious about continuous improvement and bringing the best practices back to your state. When you share your learning with your colleagues—both gifted and general education—you become an advocate for high-quality instruction that benefits *all* students.

So, whether you are attending a local NMAG Fall Insititute in Albuquerque at the end of October or making the trip to the national convention in Pittsburgh, Pennsylvania this November, remember this: investing in your own learning is the best investment you can make in your students. They deserve a teacher who is not just competent, but who is energized, current, and connected to the best minds in the field.

I hope to see many of you at an upcoming event!

Happy Teaching!
Ms. M.



Teacher Toolbox



Teacher Toolbox – November 2025

By Margaret Wood, Speech-Language
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<https://www.pinterest.com/pin/737183032767493147/>

Supporting Students Sensory Systems

As the holidays approach, finding tried and true ways to maintain our students' attention to task are more important than ever! Fostering healthy habits and routines will bring increased productivity, positive behaviors, and harmony to your classroom culture. One critical classroom habit that educators sometimes overlook (or underestimate) is the need to feed our nervous systems with a variety of sensory information from the environment that calms or alerts our brains, depending on the situation.

Each of us has our own way in which we modulate or control our sensory systems. A person who modulates well is someone who notices the sensory stimuli coming in, filters out unimportant information and their emotions, and behaviors reflect appropriate responses to the situation or environment. A sensory or "brain break" is just a break from seated learning

activities or sedentary activities. For children with sensory needs, this is often referred to as a sensory diet or sensory break. It is a time for them to gain the sensory input they need in their bodies to stay alert, on task, and focused. For children or adults with modulation disorders such as Autism Spectrum Disorder (ASD), Attention Deficit Disorder (ADD/ADHD), or Sensory Processing Disorder (SPD) have difficulty regulating the sensory input they are receiving, which is why sensory breaks are SO important for them. For students with Individualized Education Plans (IEPs), check to see if they receive Occupational Therapy (OT) as a service, and consult with the OT to determine your student's unique sensory needs and goals.

Sensory breaks are a way for any child, whether they have sensory needs or not, to reset, decompress, and get the blood flowing back into their brains. Incorporating "sensory snacks" into your daily classroom routine is an excellent way to increase your students' quality and quantity of attention to task, while decreasing challenging behaviors. "Sensory snacks", may include classroom accommodations and modifications like fidgets, active seating options, oral sensory options, and built-in classroom movement activities.

Research has consistently shown that incorporating physical activity into your curriculum amplifies learning while having a powerful effect on retention and engagement for all students. For example, when researchers asked 8-year-olds to mimic the words they were learning in another language by using their hands and bodies to act out the word's meaning—by spreading their arms and pretending to fly while

they learned the German word for airplane, for example—the students were **73 percent more likely to recall them**, even two months later.

Consider the following ideas from teachers who have experienced tremendous benefits from pairing movement with curriculum:

- Toss a beach ball or Koosh ball around to reinforce math facts or vocabulary recall.
- Jumping Jack Spelling Words - This is a whole-class exercise drill that gets the brain and the heart moving!
- Ask students to stand while working for five minutes (even during whole group instruction or group work)
- Have students draw and label vocabulary on paper, white boards, or with chalk outside on the pavement (e.g., parts of the human heart, the water cycle, cell parts, etc.)
- For lessons on matter and particle movement, teach students to “act like solids, liquids, or gases,” and then switch it up as in Simon Says until all students speed up, slow down, or vibrate in order to represent how matter moves.

Movement breaks are a short (3-4 minute) movement opportunity or a break from seated learning that is incorporated into the classroom. Students may stop working on the task at hand or perform the movement activities as part of a transition activity. As a result of the movement break, students are able to “shift gears” and relax, breathe, and refocus after expending attention or

concentration on a task or problem. A short brain/movement break, especially those which get the whole body moving in a rapid, cardiovascular activity increases breathing rate and the oxygen in a child’s bloodstream. This may increase concentration and capability to focus on a learning task. Varying the type (and length) of a break can significantly improve sensory and emotional self-regulation, such as:

Physical Brain Breaks- include physical and sometimes vigorous movement activity. These activities might include Yoga, jumping jacks, running in place, dancing, or other motor tasks. These types of physical breaks can promote increased cardiovascular capabilities and increased oxygen as described above, making them a great tool in learning.

Breathing Brain Breaks- These exercises include deep breathing and visualization. These types of breathing breaks can be great for mental health, including a mental break that allows for the student to ‘re-group’ and re-center themselves in the task at hand. Breathing activities might include gentle stretches, rolling the neck, raising the arms above the head, or shaking out the hands when standing.

Mental Brain Breaks- These mental breaks involve a break from a task requiring a lot of concentration and “switching gears” to a low concentration type of task, such as playing a game, answering trivia questions, or telling jokes.

We know the use of both brain breaks and movement breaks in an

integrated manner in our daily routines is an effective tool for attention, mental health, cognitive function, stress management, and well-being. So, what are we waiting for? Today is a great day to try some of these tips to help support our students' (and our own) self-regulation by sneaking in these daily sensory snacks and brain/movement breaks and reap the many benefits!

Go to www.ces.org to register for the next upcoming Autism Toolbox Series workshop for more helpful tips and tools to support your students with ASD and other areas of need.



**The Reading Room:
Tips and Tricks
Syllable Instruction:
Part 1
November 2025**

In this month's **Reading Room**, we will be discussing Syllable Instruction: Part 1 (Closed, Vowel-Consonant E, and Open syllables) and why syllable instruction is important to teach to our students. There are six syllable types in the English language. Syllables are units of sound made by one impulse of the voice, and they are spoken or written units

References

<https://www.edutopia.org/article/more-dozen-ways-build-movement-learning/>
<https://harkla.co/blogs/special-needs/sensory-breaks-classroom>
<https://www.theottoolbox.com/brain-breaks/>
<https://www.understood.org/en/articles/classroom-accommodations-for-sensory-processing-challenges>
<https://youtu.be/TzxL6YEB16c>

that have at least one vowel and may include consonants that precede or follow that vowel. When encountering unfamiliar words, skilled readers look for syllables, prefixes, and suffixes, which are the underlying structures of the words. When students don't have a strategy for chunking longer words into parts that are manageable, students often look at a long word and resort to guessing or skipping it.

Understanding syllable patterns helps students read longer words with accuracy and fluency, not to mention promotes correct spelling. Knowing the syllable type also ensures that students will know how to pronounce the vowel sound (short or long sound). For example, when explaining two syllable words like table or rabbit, the student will divide the word as /ta/ /ble/. /Ta/ in table is open because the syllable ends with a long vowel sound. The syllable /rab/ in rabbit is closed because it has a short vowel and must end with a consonant. These spelling conventions are among many that were invented to help readers decide how to pronounce and spell words. As with all of

the components of Structured Literacy, syllable type instruction must be explicit, direct, and multisensory. Struggling readers will need lots of practice with each syllable type before moving on to the next one. Typically closed syllables are taught first.

Closed Syllables:

This is the most common spelling in English, and it accounts for around 50 percent of the syllables. When the vowel of a syllable is short, the syllable will be blocked by one or more consonants. Examples are hat, dish, sack. When a closed syllable is connected to another syllable that begins with a consonant, the two consonant letters will come between the syllables as in /let/-/ter/ or /bas/-/ket/.

Vowel-Consonant-E Syllables:

VC-E syllables contain long vowels spelled with a single letter, followed by a single consonant, and a silent E. Examples are bake, tale, crude, bare. These syllables are often referred to as the “Magic E” syllable.

Open Syllables:

When a syllable is open, it will end with a long vowel sound. There is no consonant to block or close the sound. When syllables are combined, there is not a double consonant between an open syllable and the syllable that follows. Examples are me, equal, program, music.

Example Activities

Introduction to Syllable Types: [Syllable-Types](#)

Open & Closed Syllable Activity [Open-Closed-Syllables](#)

Games

[Roll and Read - Short Vowels](#)

Syllables, Words and Pictures

https://fcrr.org/sites/g/files/upc_bnu2836/files/media/PDFs/student_center_activities/23_syllable_patterns/23_p029_syllables_words_and_pictures.pdf

Example Resources

<https://www.howmanysyllables.com>

<https://www.etymonline.com/>

<https://ufli.education.ufl.edu/wp-content/uploads/2022/01/Teaching-Big-Words.pdf>

<https://ufli.education.ufl.edu/resources/teaching-resources/instructional-activities/decoding-and-encoding/>

[Short-Vowel CVC Word-Lists-rev](#)

For questions, please contact:
Chris Fox - cfox@ces.org, Jessica Powell - jpowell@ces.org



JOB OPPORTUNITIES AT CES

Ancillary Openings:

- Ancillary Teacher – Regions 1, 4
- Audiologist – Region 1
- Behavior Management Specialist – Region 4
- Diagnostician – Regions 2, 3, 4, 6, 7
- Diagnostician (Bilingual) – Region 4
- Occupational Therapist – Regions 3, 4
- Physical Therapist – Regions 2, 3, 4
- Recreational Therapist – Region 4
- Registered Nurse – Regions 1, 4
- School Psychologist – Regions 2, 3, 4
- Social Worker – Regions 1, 2, 4
- Social Worker (regular ed) – Region 4
- Speech/Language Pathologist – Regions 3, 4, 8

Other CES Openings:

- Administrative Assistant
- Professional Services Staff



Watch for CES job postings on www.indeed.com.

NEW CES STAFF



As CES' newest Purchasing Specialist, Misty brings over a decade of experience in the construction industry, where she developed a strong understanding of project coordination and compliance. Originally from a farm in Illinois, she values hard work, teamwork, and integrity—principles that continue to guide her professional approach. As a proud parent of two children, she understands the importance of dedication and balance both at work and at home. She is excited to further expand her knowledge and contribute to the mission of CES.



As Idaho Regional Manager for CES, Drew Evans supports customers by connecting them with CES's network of strategic partners to deliver high-quality goods and services. In addition to his role at CES, Drew serves on the IPPA Board as Professional Development Chair, advancing training and leadership opportunities for procurement professionals. He holds a bachelor's degree from Abilene Christian University (2006), an MBA from Northwest Nazarene University (2015), and completed the Certified Public Manager Program in 2021. He lives in Caldwell with his wife, Hayley, their three children—Owen (14), Hattie (11), and Arlo (8)—and their Airedale Terrier, Pearl. Outside of work, Drew enjoys reading and playing acoustic guitar.

[ABOUT NMSBA](#)[EVENTS](#)[ADVOCACY](#)[SERVICES](#)[RESOURCE CENTER](#)

NMSBA Conferences

2025 Annual Convention

December 4-6, 2025

Embassy Suites Hotel, Albuquerque, NM

[2025 Annual Convention Preliminary Agenda](#)

[2025 Annual Convention Registration Form](#)

The New Mexico School Boards Association will conduct its 2025 Annual Convention December 4-6, 2025. The Convention begins Thursday afternoon, December 4 with Newly Elected Training as well as Veteran Board Member Training and our Board of Directors Meeting. On Friday morning, December 5 attendees will listen to several informative keynote speakers; attend the Annual Recognition Awards Luncheon and participate in the Annual Delegate Assembly to adopt legislative priorities and elect state officers. The Convention will continue on Saturday, December 6 with several breakout sessions on important school governance and public education topics.

For those interested in exhibitor or sponsorship opportunities, please contact [Carolyn Mole, Finance Director](#). For those interested in presenting information or workshops please contact [Lorraine Vigil, Program Director](#).

 Applications are now open for the 2026 Summer Review Institute! The New Mexico Public Education Department is seeking highly qualified Level II and IIIA educators to serve as review team leaders and reviewers for grades 9–12 instructional materials in English Language Arts, Spanish Language Arts, English Language Development, Spanish Language Development, and World Languages.

 Application deadline: December 1, 2025

 Apply and access additional resources here:

<https://web.ped.nm.gov/.../instruc.../resources-information/>

For questions, please contact Charlotte.McLeod@ped.nm.gov.



How can the Technical Assistance Program (TAP) support you and your district?

The Technical Assistance Program (TAP) has been in existence since Spring 2015, funded by NMPSIA in collaboration with CES. Decreasing Special Education litigation is at the focus of the TAP support services. TAP offers valuable complimentary ongoing services, resources and quality professional development for educators, ancillary staff, and administrators.

TAP Services

- Monthly virtual live interactive presentations via ZOOM
- “TAP Hot Topic on Demand Webinar Library”, direct link, cestap.org
- Regional workshops
- Phone, email & ZOOM consultations
- Monthly Guidance Articles
- Monthly Special Education Compliance PD for the CES Leadership Program
- Specialized presentations upon request for staff / district PD
- File & program review
- Direct consultation for programing or student related concerns
- Assistance with NMPED Corrective Action Plans, Due Process and OCR Complaints

Contact: Loretta Garcia, Director lgarcia@ces.org 505-985-8454



PAC 8 Opens November 20, 2025!

Preferred Acceptance for CES LEAP Cohort 8 (C8)

A Priority Enrollment Pathway for CES Affiliates, Friends & Partners

Attention: Superintendents & HR Directors

We're excited to announce the opening of Preferred Acceptance (PAC8) for CES LEAP Cohort 8...an *early application opportunity* for all New Mexico school districts, with special emphasis on micro-districts and rural entities. This early window allows districts to secure seats for new or newly hired teachers beginning their CES LEAP journey in July 2026.

Key Dates & Details

Application Window Opens: November 20, 2025, 8 a.m.

Application Fee: \$100 (paid by candidate or district at time of application)

Program Launch: July 16, 2026 (starting with Pre-Service Institute)

How to Apply

Candidates must submit all materials together using the LEAP webpage:

CES LEAP Application @ www.cesleap.org

*Letter of Recommendation from Superintendent or Principal, Resume, 2 Letters of Reference, BA Transcripts, Letter of Interest, Intent-to-hire letter or Current Contract
\$100 Application Fee*

Important Notes

Acceptance through PAC 8 guarantees an *early* spot in Cohort 8.
All admitted candidates must complete the Pre-Service Institute July 16-18th, 2026 and the cohort begins in *July*, not *January*, of 2026.

CES LEAP is a selective program and reserves the right to refuse enrollment if candidates do not meet the requirements for entry.

www.cesleap.org





EXECUTIVE COACHING

An executive coach empowers educational leaders to enhance their leadership skills, become more self-aware, and drive success for everyone!



Our Service:

- ✓ Individual Coaching
- ✓ Monthly Sessions
- ✓ Trusted & Ethical Coaches
- ✓ Annual Packages

About CES coaches:

All of the executive coaches for CES are skilled coaches that invest in clients' growth and success. All coaches are practitioners that are committed to their own growth to better serve!

This is an opportunity to to gain momentum, to have a safe place to think out loud while your coach supports you, chance to plan for the future, structure difficult conversations, or reflect to become more self aware. Unleash your potential today. A CES Coach is waiting for you!

💰 Package Cost: \$2400

 REGISTER NOW

Questions? Contact leanne@ces.org



PUBLIC CHARTER
SCHOOLS of
NEW MEXICO

2025 ANNUAL PCSNM CONFERENCE

Theme: Igniting Impact: The Power of Storytelling

Inviting charter educators, leaders, governing board members, and advocates to delve into the art and science of crafting compelling stories that resonate with diverse audiences. The stories from this year's presenters will equip participants with strategies and insights to leverage their own storytelling that will drive charter advocacy and support, engage stakeholders, build stronger school communities, and highlight school success and impact.

December 10-12, 2025

Hyatt Regency Tamaya Resort – Santa Ana Pueblo, NM

Day 1 – Wednesday, Dec 10 | 3:30 PM – 6:30 PM

Pre-Conference Activities for Charter Leaders Only

Day 2 – Thursday, Dec 11 | 7:00 AM – 6:30 PM

Sessions available for all New Mexico public charter school stakeholders (Governing Board Members, School Leadership and Staff, Advocates); Charter Excellence Awards Reception.

Day 3 – Friday, Dec 12 | 7:00 AM – 3:30 PM

Sessions available for all New Mexico public school charter stakeholders (Governing Board Members, School Leadership and Staff, Advocates)

A more detailed agenda will be shared with registrants closer to the event.

[REGISTER HERE](#)

Registration Deadline: November 14, 2025

PCSNM's Group Rate Booking Link for Tamaya:

<https://www.hyatt.com/en-US/group-booking/TAMAY/G-PC25>

Room Block Cutoff Date: Room reservations must be made **before November 25, 2025** to receive the discounted group rate.

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